

GUIDE

FOR LIFE



5 SKILLS FOR PERSONAL SUCCESS



TABLE OF CONTENTS

INTRODUCTION.....2

THE G.U.I.D.E. FOR LIFE PROGRAM.....2

EXPLORING EACH PRINCIPLE

Growth.....4

Understanding.....8

Interaction.....12

Decisions.....16

Empathy.....20

REFERENCES.....24



LET THE JOURNEY BEGIN.

We want all Arkansas students to graduate with a strong foundation of academic knowledge, experience and proficiencies. Yet, in order to be successful, our students also need an equally strong foundation of soft skills – those intangible abilities that help people get along with others, communicate well and make positive contributions in the workplace and beyond.

The Arkansas Department of Education has identified five guiding principles that support educators, business leaders, communities and students in their efforts to help all Arkansans develop these critical skills. Each principle represents a set of skills needed to thrive at home, school, on the job and in the community. These guiding principles are:

GROWTH: Manage yourself.

UNDERSTANDING: Know yourself.

INTERACTION: Build relationships.

DECISIONS: Make responsible choices.

EMPATHY: Be aware of others.



The G.U.I.D.E. for Life program, with the support of Arkansas counselors and educators, is designed to give K-12 students a plan – a literal five-step process – that they can follow to achieve personal success. The approach is simple: each principle is summarized in easy-to-understand key words, with three concise action points to further explain the idea.

By incorporating the G.U.I.D.E. for Life concepts throughout the school experience, we can help instill these “real-world” skills for success in all Arkansas students. The result? Well-rounded citizens. Stronger communities. More effective employees.

Thank you for showing our students how to get there.



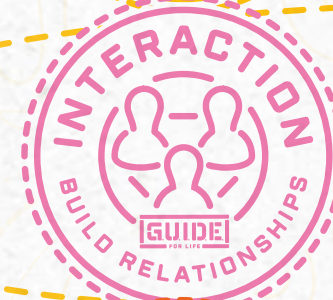
1. GROWTH: (MANAGE YOURSELF)

- Develop problem-solving skills.
- Practice mindfulness.
- Persevere.



2. UNDERSTANDING: (KNOW YOURSELF)

- Increase self-awareness.
- Know your strengths and weaknesses.
- Develop critical thinking skills.



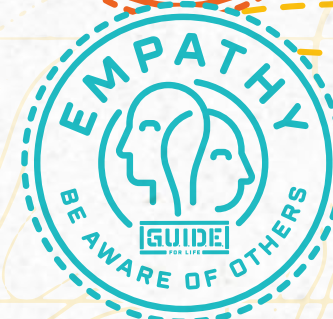
3. INTERACTION: (BUILD RELATIONSHIPS)

- Treat others with respect.
- Communicate effectively.
- Seek out and offer help when needed.



4. DECISIONS: (MAKE RESPONSIBLE CHOICES)

- Consider personal beliefs, safety and the situation.
- Think through potential consequences.
- Put your best self forward.



5. EMPATHY: (BE AWARE OF OTHERS)

- See other perspectives.
- Value the feelings of others.
- Appreciate diversity.



This principle refers to the ability to regulate one's emotions, feelings and behaviors effectively in different personal and academic situations; the ability to manage one's stress constructively; controlling impulses and expressing emotions appropriately while setting and achieving personal and academic goals. Students who demonstrate growth are able to use problem-solving skills, critical thinking and logical reasoning both independently and while interacting with others at home, in school and in the workplace.



GROWTH: MANAGE YOURSELF.

- ✓ DEVELOP PROBLEM-SOLVING SKILLS.
- ✓ PRACTICE MINDFULNESS.
- ✓ PERSEVERE.



THE GOALS

AS AN ARKANSAS GRADUATE, I AM:

Reflective about my personal needs and manage my emotions effectively

- I am able to identify and take care of personal wellness needs and emotional health.
- I can act on my personal needs accordingly in varying situations and locations.
- I can express emotions constructively.
- I am able to practice stress management techniques.
- I am fully capable of asking for help when needed.

An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career and community engagement

- I am able to identify steps for problem solving.
- I apply strategies and skills to solve complex problems.
- I use rational steps to determine a solution or conclusion.
- I am an active participant in my learning.

Able to manage time in order to set tasks and goals and achieve them

- I am punctual, prepared and ready to be engaged daily.
- I am able to set checkpoints for follow-through on a goal.
- I can plan and organize my time and projects in order to accomplish tasks and/or goals.



GROWTH

HOW I GET THERE ➤

In early elementary (K-2), I am learning to:

- Communicate my wants/needs appropriately with peers and adults
- Ask for and accept help when I am in a conflict situation requiring support
- Identify emotions that I am feeling and identify ways to calm myself when in a stressful situation
- Adjust tone and behavior in familiar settings with some reminders (e.g., voice level, body movement) appropriate to various settings with support (e.g., library, hallways, restaurants, bus, playgrounds)
- Recognize the importance of telling the truth
- Recognize that I can make choices about my behavior
- Identify personal goals and create steps toward achieving each goal
- Celebrate goal achievements
- Adapt to changes in my schedule and environment

In late elementary (3-5), I am learning to:

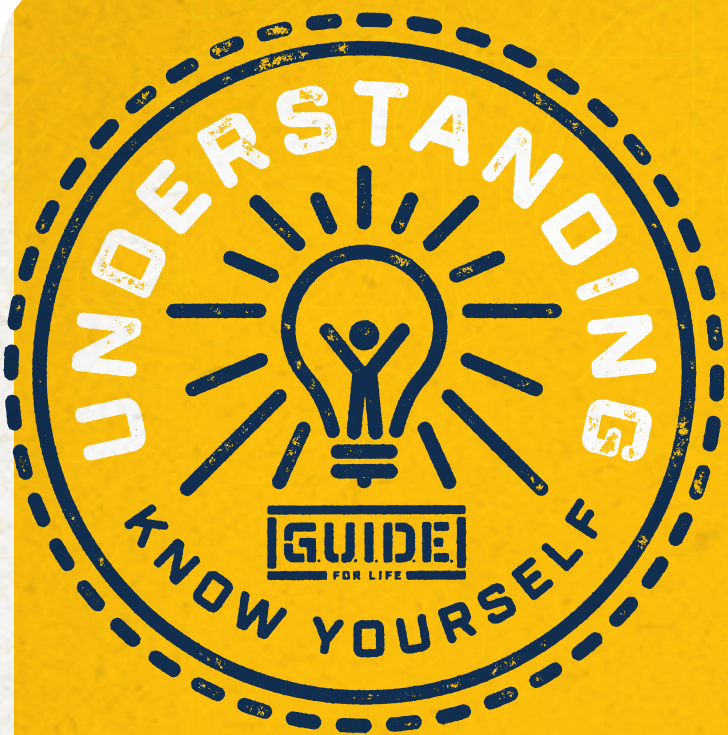
- Identify situations where I might need to ask for assistance as well as identify alternate solutions to problems
- Distinguish between fact and opinion
- Identify emotions that I am feeling and the situations that might cause them
- Identify and develop techniques to calm myself when in a pressure situation
- Identify how my actions impact others and understand that there are consequences to behaviors
- Effectively participate in group decision-making processes
- Describe the steps of a decision-making model
- Describe, create and implement steps in reaching a concrete goal
- Evaluate progress toward my goals for success in the classroom
- Adapt to change that may occur in the classroom, school or in a social situation

In middle/junior high school, I can:

- Identify my own personal characteristics and values (e.g., dependable, integrity, ethical)
- Demonstrate an ability to present my own perspective in a situation
- Reflect on possible consequences, both positive and negative, before expressing my thoughts
- Analyze how thoughts and emotions affect decision making and responsible behavior
- Practice effective communication (e.g., listening, reflecting and responding)
- Demonstrate flexibility in my thinking or my actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes)
- Identify and apply the steps of a decision-making model
- Analyze factors that lead to goal achievement and success (e.g., managing time, adequate resources, confidence)
- Apply goal-setting skills to promote academic, career and lifelong success
- Persevere and be flexible when faced with change
- Stay with a challenging task until completed

In high school, I can:

- Incorporate personal management skills on a daily basis, including work/study skills, personal resources and time management
- Demonstrate control of my behavior in multiple settings
- Evaluate the role my attitude plays in success (e.g., pessimism vs. optimism)
- Apply honesty and personal integrity in all situations
- Practice strategies for coping with and overcoming stress and negative feelings (e.g., rejection, social isolation)
- Advocate for the rights of myself and others
- Demonstrate empathy in a variety of settings, contexts and situations
- Apply effective listening skills in a variety of settings and situations
- Demonstrate high-valued personal characteristics such as dependability, timeliness and inclusion of others
- Consider ethical, safety, health and societal factors when making decisions
- Set a positive academic, career or life goal with action steps, time frames and criteria for evaluating achievement
- Demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes)
- Demonstrate a high level of work ethic and commitment



This principle refers to the ability to recognize one's feelings, values and emotions in the moment and their influence on behavior in different personal and academic situations. Self-awareness assesses one's strengths and limitations to develop a healthy, well-grounded sense of self-confidence. Students who demonstrate understanding are reflective, articulate, resourceful, growth minded, curious and inquisitive.



UNDERSTANDING: KNOW YOURSELF.

- ✓ INCREASE SELF-AWARENESS.
- ✓ KNOW YOUR STRENGTHS AND WEAKNESSES.
- ✓ DEVELOP CRITICAL THINKING SKILLS.

THE GOALS

AS AN ARKANSAS GRADUATE, I AM:

Able to clearly articulate information I want to share

- I can articulate how I feel in various situations.
- I am aware of and can clearly articulate my personal strengths and areas in which I want to grow.
- I can articulate data, findings and thoughts through oral and written communication.

Growth-minded, curious and inquisitive

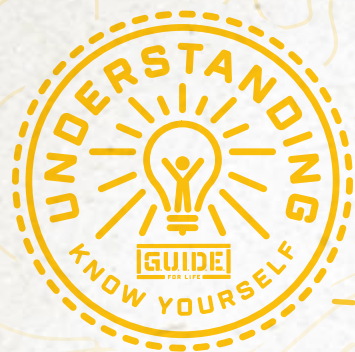
- I can identify my personal aspirations and how dedication and hard work will help me achieve them.
- I am aware of my personal characteristics and how they impact and/or influence my behavior.

Reflective

- I am aware of what I know and how I learn best.
- I am willing to accept constructive feedback for continuous improvement.
- I take responsibility for my actions and am aware of how they impact others.

Resourceful

- I ask questions, investigate and explore new topics of learning.
 - I can identify resources both in and out of school and seek help when needed.
-



UNDERSTANDING

HOW I GET THERE ➤

In early elementary (K-2), I am learning to:

- Develop positive personal hygiene habits
- Be aware of my personal space
- Identify my likes and dislikes, needs and wants
- Recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions and/or gestures
- Express a range of emotions appropriately through role playing, actions, drawing or language
- Understand the connection between feelings and behaviors
- Identify people, places and other resources to go to for help (e.g., parents, relatives, school personnel)
- Identify situations in which I need adult help (e.g., big problem/small problem)
- Demonstrate responsible use of others' belongings (e.g., ask permission; take care of them)
- Describe things I do well
- Describe an activity/task in which I need help in order to be successful

In late elementary (3-5), I am learning to:

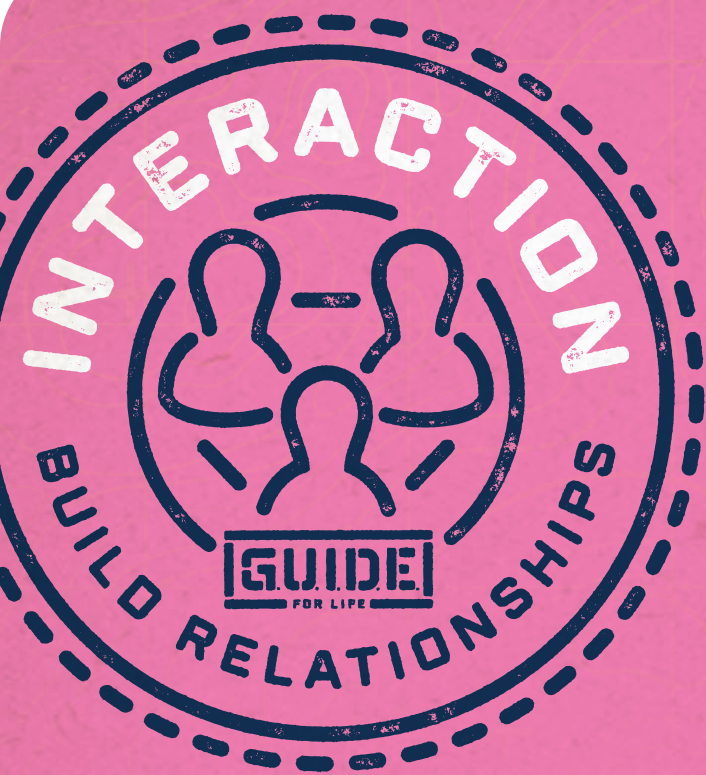
- Identify my emotions and use constructive language to express my feelings
- Practice responsibility for personal hygiene and describe its impact on social relationships
- Describe my own personal qualities (e.g., personal strengths, weaknesses, interests and abilities)
- Describe and prioritize personal skills and interests that I want to develop
- Identify my own emotions and recognize how they can be linked to behavior
- Identify reliable self-help strategies (e.g., positive self-talk, problem solving, time management, self-monitoring)
- Recognize qualities of positive role models and distinguish between negative/inappropriate influences
- Recognize how to avoid, prevent and cope with stress or difficult situations in a positive manner

In middle/junior high school, I can:

- Demonstrate responsibility for personal hygiene
- Present myself appropriately for the setting
- Apply self-reflection techniques to recognize my strengths, areas for growth and potential future plans
- Explore possible career and volunteer opportunities based on my interests and strengths
- Identify common resources and role models for problem solving
- Implement a plan to build on strengths, meet a need or address a challenge
- Analyze how using school and community support can contribute to school and life success
- Recognize how my behavioral choices can impact my school and life success
- Analyze the short- and long-term effects of safe, risky and harmful behaviors
- Analyze emotions that contribute to or detract from my ability to effectively problem solve
- Analyze and assess my response to emotions in multiple formats
- Recognize common stressors and how they might impact me
- Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- Demonstrate responsible social media use

In high school, I can:

- Recognize my own personal learning style and find ways to incorporate my style in school and out of school
- Set priorities in building on strengths and identifying areas for improvement
- Advocate for my own needs related to my identified strengths and areas for growth
- Explore possible career and volunteer opportunities based on identified interests and strengths
- Identify organizations in my community that provide opportunities for me to develop my interests or talents
- Evaluate how behavior choices can affect goal attainment
- Analyze and use resources for problem solving
- Implement a plan to build on a strength, meet a need or address a challenge
- Seek out and identify adult role models and support systems that contribute to my school and life success
- Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- Demonstrate responsible social media use
- Distinguish and appropriately dress for casual, social and business situations



This principle refers to the ability to establish and maintain healthy and rewarding interactions and relationships with individuals and groups from diverse backgrounds. Students who demonstrate positive relationships communicate clearly, use active listening and seek out and offer help when needed.



INTERACTION: BUILD RELATIONSHIPS.

- ✓ TREAT OTHERS WITH RESPECT.
- ✓ COMMUNICATE EFFECTIVELY.
- ✓ SEEK OUT AND OFFER HELP WHEN NEEDED.



THE GOALS

AS AN ARKANSAS GRADUATE, I AM:

An effective cross-cultural communicator

- I use positive communication skills to interact effectively with others.
- I can articulate thoughts, information and feelings through oral and written communication.
- I engage in positive relationships with individuals and groups from diverse backgrounds or with different perspectives.

An active listener

- I understand that I can prevent, manage and/or resolve interpersonal conflicts in constructive ways.
- I engage in healthy, rewarding relationships with peers and adults.
- I can engage in conversation, being thoughtful and respectful even when I disagree.

A supporter of others

- I can work with others to develop, implement and evaluate goals.
- I can make constructive choices about personal behavior and social interactions.



INTERACTION

HOW I GET THERE ➤

In early elementary (K-2), I am learning to:



- Pay attention to others when they are speaking
- Understand the importance of respecting personal space
- Take turns and practice sharing
- Practice using encouraging comments
- Demonstrate the use of verbal etiquette (e.g., use please, thank you, excuse me, etc.)
- Initiate positive interactions with other students most of the time (e.g., invent/set up activities)
- Identify trusted adults
- Ask for help from adults and peers in socially acceptable ways
- Ask for help from peers in socially acceptable ways
- Recognize when another needs help and offer assistance
- Recognize safe and responsible touch
- Determine how to seek assistance from peers and/or adults to resolve conflict, when appropriate

In late elementary (3-5), I am learning to:



- Recognize the needs of others and how those needs may differ from my own
- Recognize how facial expressions, body language and tone impact interactions
- Use collaborative/cooperative skills successfully
- Demonstrate good sportsmanship
- Initiate positive interactions with other students most of the time
- Ask for help from adults and peers in socially acceptable ways
- Recognize when another needs help and offer assistance
- Identify problems and conflicts commonly experienced by myself and my peers
- Identify appropriate and inappropriate ways to resolve conflicts
- Recognize safe and responsible touch
- Negotiate with others to meet my own needs and goals

In middle/junior high school, I can:



- Monitor how facial expressions, body language and tone impact interactions
- Understand group dynamics and respond appropriately within the group
- Identify appropriate and inappropriate uses of social and other media, and the potential repercussions and implications
- Identify peer pressure strategies to reduce risky behaviors and resist dangerous activities
- Identify the impact of social media in relationships
- Develop awareness of how my actions might create conflict (e.g., spreading rumors, misuse of social media, wrongful accusations)
- Identify positive supports during a conflict situation/crisis
- Evaluate strategies for preventing and resolving interpersonal conflicts
- Apply conflict-resolution skills to de-escalate, defuse and resolve differences
- Be able to listen to and acknowledge another's perspective and rationale
- Distinguish when it is appropriate to seek adult help or when conflict can be managed by peers

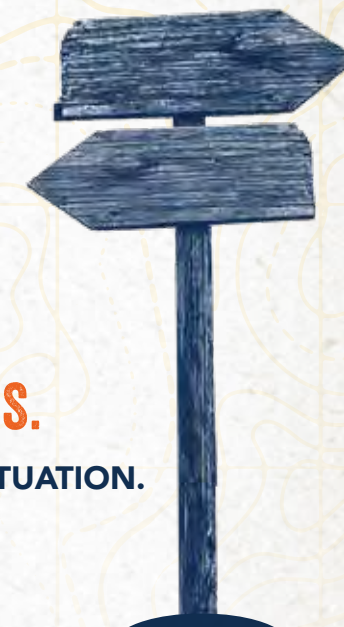
In high school, I can:



- Evaluate how societal and cultural norms affect personal interactions
- Present myself professionally and exhibit proper etiquette for setting (e.g., class, work, social)
- Demonstrate strategies for collaborating with peers, adults and others in the community to move group efforts forward
- Plan, implement and evaluate participation in a group project
- Define social networking and its impact on my life
- Identify consequences of safe and risky behaviors
- Reflect upon my personal role in applying and responding to peer pressure
- Develop understanding of relationships within the context of networking and careers
- Explain benefits of setting limits for myself and others
- Identify my role in managing and resolving conflict (e.g., staying calm, listening to all sides, being open to different solutions)
- Apply conflict-resolution skills to de-escalate, defuse and resolve differences
- Identify how all parties in conflict might get their needs met (win-win)
- Listen to and acknowledge another's perspective and rationale



This principle refers to the ability to make constructive and respectful decisions about personal behavior and social interactions based on one's personal beliefs, ethical standards, safety concerns and social norms; applying decision-making skills to academic and social situations, including digital citizenship; and contributing to the health and well-being of oneself, school and community. Students who are responsible decision-makers are self-directed learners that seek ideas and are able to access appropriate resources at home, at school and in the workplace.



DECISIONS: MAKE RESPONSIBLE CHOICES.

- ✓ CONSIDER PERSONAL BELIEFS, SAFETY & THE SITUATION.
- ✓ THINK THROUGH POTENTIAL CONSEQUENCES.
- ✓ PUT YOUR BEST SELF FORWARD.

THE GOALS

AS AN ARKANSAS GRADUATE, I AM:

A self-directed learner

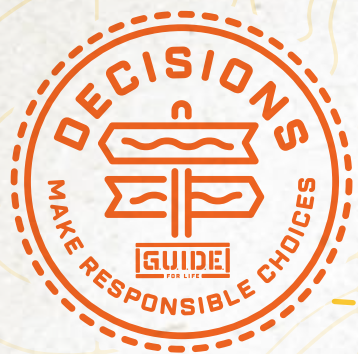
- I take on projects and work independently.
- I am able to organize my time and manage personal responsibilities effectively.
- I seek ideas and support from peers and adults when making decisions.

A responsible citizen

- I am able to take ownership for the decisions I make.
- I am able to demonstrate responsible behavior including the ability to say "No" to negative peer pressure.
- I am a contributing member of my community.

Able to identify, set and accomplish goals

- I use effective decision-making skills to set and achieve goals for college, career and community engagement.
- I consider multiple factors in decision making, including ethical, health and safety factors, as well as personal and community responsibilities.



DECISIONS

HOW I GET THERE ➤

In early elementary (K-2), I am learning to:



- Identify and illustrate safe and unsafe situations
- Understand the difference between appropriate and inappropriate behaviors in school
- Understand the consequences and rewards that exist based upon my actions
- Identify steps necessary to accomplish personal responsibilities at home and at school
- Identify problem, desired outcomes and potential solutions to a problem
- Put the solution into action
- Reflect on the outcome of the solution
- Identify and demonstrate the ability to make responsible choices

In late elementary (3-5), I am learning to:



- Compare and contrast safe and unsafe situations
- Identify how responsible decision-making affects short-term and long-term goals
- Create a daily schedule of schoolwork and activities
- Identify factors that will inhibit or advance the accomplishment of personal goals
- Recognize how and when to ask for help
- Describe the reasons for my decision
- Understand the individual roles and responsibilities in the classroom and in school, and how they are important
- Identify and describe a problem
- Identify a desired outcome to the problem
- Generate possible solutions to the problem and analyze the pros and cons of each solution
- Select and implement the best solution
- Analyze the outcome of the solution
- Accept outcomes for decisions and choices made

In middle/junior high school, I can:

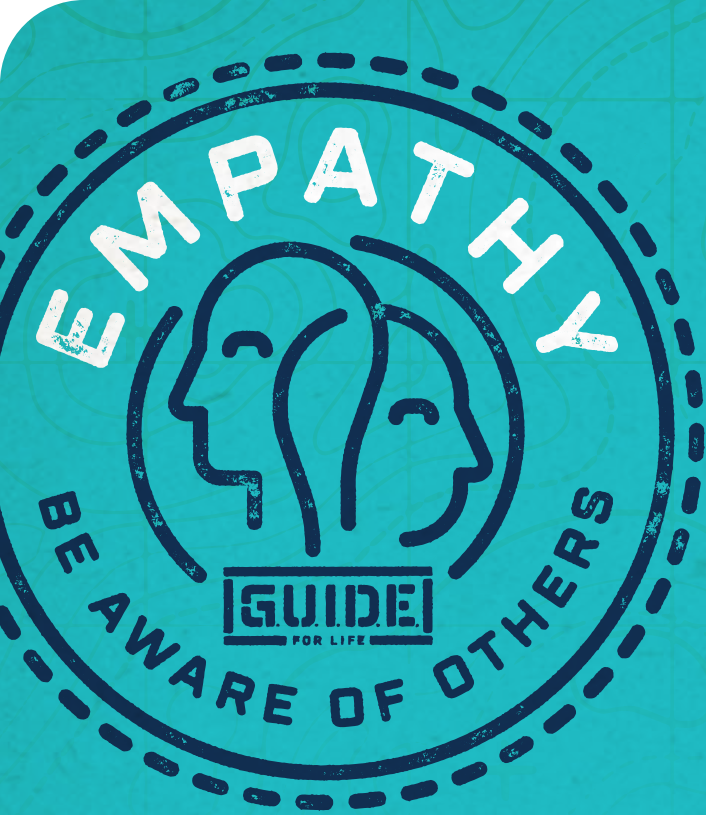


- Evaluate situations that are safe and unsafe and consider how I can stay safe (e.g., personal interactions, location, technology)
- Monitor how responsible decision making affects progress toward achieving my goals
- Analyze daily schedule of schoolwork and activities to meet goals
- Recognize how, when and who to ask for help
- Collaboratively develop and model classroom rules, routines and norms
- Identify a problem, state what the problem is and identify the perspectives of those involved
- Identify a desired outcome of the problem
- Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation and personal principles
- Identify the best solution to the problem and analyze if it is likely to work
- Generate a plan for carrying out the chosen option
- Evaluate the effectiveness of the solution
- Make adjustments and amendments to the plan
- Accept responsibility for my personal decisions, including consequences

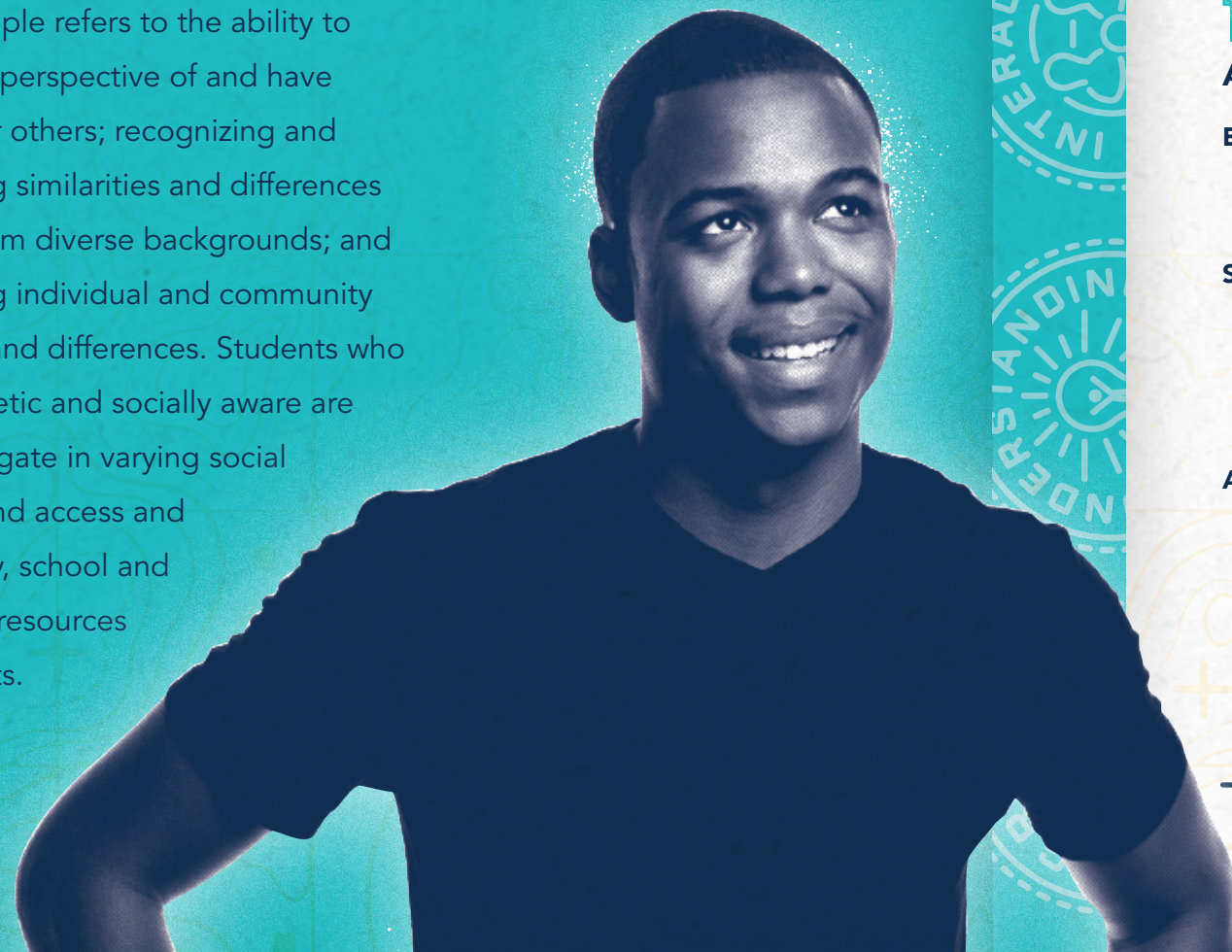
In high school, I can:



- Assess lessons learned from experiences and mistakes
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement
- Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make or have made
- Evaluate situations that are safe and unsafe, weigh options for safety and practice safe behaviors (e.g., personal relationships, location, technology)
- Analyze daily schedule of schoolwork and activities for effectiveness and efficiency
- Identify a problem and analyze the problem to consider the perspectives of those involved
- Identify the desired outcome to the problem and analyze if it is attainable
- Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation and personal principles
- Identify and ask systematic questions that clarify various points of view and lead to the best solution
- Implement the chosen solution
- Make adjustments as necessary to the plan to ensure the goal is met
- Contribute and support decisions that have a positive impact on community



This principle refers to the ability to take the perspective of and have empathy for others; recognizing and appreciating similarities and differences in others from diverse backgrounds; and appreciating individual and community similarities and differences. Students who are empathetic and socially aware are able to navigate in varying social situations and access and utilize family, school and community resources and supports.



GUIDE

FOR LIFE



EMPATHY: BE AWARE OF OTHERS.

- ✓ SEE OTHER PERSPECTIVES.
- ✓ VALUE THE FEELINGS OF OTHERS.
- ✓ APPRECIATE DIVERSITY.

THE GOALS

AS AN ARKANSAS GRADUATE, I AM:

Empathetic to others' feelings

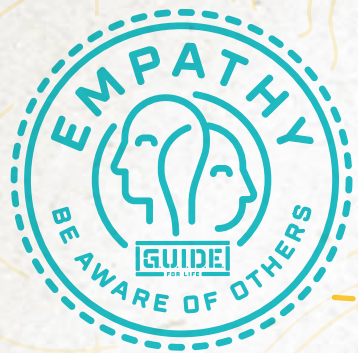
- I am aware of the roles, thoughts, feelings and perspective of others.
- I am able to value the perspectives of others and empathize.

Socially aware of cultural issues and differences

- I am aware of cultural issues that exist in my world and exhibit a respect for human dignity and differences.
- I work with others to achieve common goals.
- I have the ability to read and respond to individual and environmental cues.

A collaborative team player

- I am able to evaluate options and make connections while working with others.
- I am able to understand that I can make a lasting impact on the way people think, act or behave by my actions.
- I can identify ways in which I can positively contribute to my community.
- I can recognize and utilize family, school and community resources and supports.
- I can compromise and work effectively with others.



EMPATHY

HOW I GET THERE ➤

In early elementary (K-2), I am learning to:



- Use listening skills to identify a range of emotions in others and identify possible causes for a range of emotions in others (e.g., losing a dog may make you "sad")
- Recognize with support that different people may have different emotional reactions to the same event
- Understand that my words and actions may have an impact on others
- Understand that different people have different abilities
- Actively listen and be a part of a group so that I can work collaboratively with others
- Show respect when interacting with others by using appropriate manners such as "please/thank you"
- Identify positive qualities in myself that I can use to support others

In late elementary (3-5), I am learning to:



- Identify multiple reasons for an emotion
- Use listening and attention skills to identify the feelings and perspectives of others (e.g., face, body, voice)
- Respond empathetically to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object)
- Analyze how my behavior may impact or affect others
- Show respect and cooperation when working with others
- Recognize ways in which my behavior may affect others and adjust my behavior accordingly
- Define bullying and demonstrate an awareness of the impact of bullying on others
- Work collaboratively with others, including those who are different from me, to solve a problem or achieve a goal
- Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.)
- Identify and appreciate the abilities, skills and qualities of others
- Identify and perform roles that contribute to my home, school and community
- Demonstrate the positive characteristics of treating others with kindness, courtesy, respect and care.

In middle/junior high school, I can:



- Recognize nonverbal cues from others and respond appropriately
- Use conversational skills to understand the perspective of others
- Analyze ways in which my behavior may affect the feelings of others and adjust my behavior when it is negatively impacting others
- Identify constructive ways to provide support and encouragement to others
- Provide support and encouragement to others in need within our community
- Show respect and sensitivity for other people's perspectives and cultures
- Recognize the impact of both positive and negative peer pressure on social relationships
- Demonstrate ways to express empathy for others
- Explain how individual, social and cultural differences may increase vulnerability to stereotyping and identify ways to address it
- Analyze the effects of taking action to oppose bullying based on individual and group differences
- Practice strategies for accepting and respecting similarities and differences
- Practice strategies for accepting similarities and differences, and work together to problem solve using group strategies
- Compromise and work effectively within groups

In high school, I can:



- Evaluate opposing points of view
- Analyze the factors that have influenced different perspectives on an issue
- Differentiate between the factual and emotional content of what a person says
- Compare multiple perspectives on an issue
- Identify verbal, physical and situational cues that indicate how others may feel
- Analyze the origins and negative effects of stereotypes and prejudice
- Recognize how perspective and biases impact interactions with others
- Understand how cultural similarities and differences contribute to the larger social group
- Advocate for rights of others as well as for myself
- Work cooperatively with others to implement a strategy to address a need in the community
- Evaluate how society and cultural norms have an effect on personal interactions
- Recognize and respond to social cues in a manner that contributes to lifelong success
- Collaborate with a group to produce positive outcomes

REFERENCES

Knowledge, Skills and Dispositions:

The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy

- <https://ccsso.org/sites/default/files/2017-10/ILN%20Knowledge%20Skills%20and%20Dispositions%20CCR%20Framework%20February%202013.pdf>

Understanding Maine's Guiding Principles

- https://gallery.mailchimp.com/a582edd6473e477ef6307c769/files/671c0f1d-30f3-4412-94e9-31c4ca3a3022/MaineGuidingPrinciples102015_FINAL_1_.pdf

SEL Assessment Guide: An interactive tool to help practitioners select and effectively use currently available assessments of students' SEL competencies

- <https://measuringSEL.casel.org/assessment-guide/>

Personal Competency: A Framework for Building Students' Capacity to Learn – Sam Redding

- http://www.adi.org/about/downloads/PC_Framework_rev03.10.15.pdf

Washington State Board of Education

- <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>
- <http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx>

28 Skills of a Really Ready Student

- <https://www.apexlearning.com/blog/28-skills-of-a-really-ready-student>

ASCA Mindsets & Behaviors for

Student Success: K-12 College- and Career-Readiness Standards for Every Student

- <https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness

- https://www.tn.gov/content/dam/tn/education/safety/safe_sch/safe_sch_se_toolkit.pdf

Illinois State Board of Education

- <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

Teaching the Whole Child Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks

- <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

Improving College and Career Readiness by Incorporating Social and Emotional Learning

- http://www.ccrscenter.org/sites/default/files/Improving%20College%20and%20Career%20Readiness%20by%20Incorporating%20Social%20and%20Emotional%20Learning_0.pdf

